

Report From Common Standards Work Group

Professional Services Division

October 18, 2006

DRAFT Common Standards

On Thursday, September 28, 2006 a work group met at CSU Dominguez Hills to focus on the revision of the Common Standards to ensure that the Common Standards will be aligned with the purposes of the revised accreditation system.

The following COA, Work Group members, and CTC staff were present:

Lynne Cook
Irma Guzman Wagner
Ruth Sandlin
Sue Teele

Terry Cannings
Ellen Curtis Pierce
Iris Riggs
Mary Sandy

Larry Birch
Teri Clark
Cheryl Hickey

There are two different orders proposed for the standards:

- 1: Educational Leadership
- 2: Program and Unit Evaluation System
- 3: Resources
- 4: Faculty
- 5: Admission
- 6: Advice and Assistance
- 7: Assessment of Candidate Competence
- 8: Collaboration in Field Experiences
and Clinical Practice
- 9: Field Supervisors

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The following DRAFT Common Standards are presented to the COA for discussion and review.

Standard 1: Educational Leadership

The education unit creates and articulates a research-based vision for educator preparation that is responsive to California's standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. The institution or program sponsor supports this vision and allocates adequate resources for implementation. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty and relevant stakeholders. Unit leadership delegates responsibility and authority appropriately, creates effective strategies to realize the needs of all programs and represents the interests of each program within the institution or program sponsor.

Standard 2: Program and Unit Evaluation System

The education unit implements an assessment system that collects, analyzes and utilizes data on candidate performance and unit operations for the purpose of program improvement. Candidate assessment includes regular and comprehensive data collection related to applicant qualifications, candidate proficiencies and graduate competence. Data are collected relative to all of the Common Standards and analyzed to identify patterns and trends and serve as the basis for programmatic and unit decision-making.

Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to effectively prepare candidates to meet the state adopted standards for educator preparation. Sufficient resources are consistently allocated for the effective operation of each credential or certificate program to enable it to be effective in coordination, admission, advising, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources and support personnel are adequate.

Standard 4: Faculty

Qualified persons are hired and assigned to teach all courses in each credential preparation program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service and teaching. They are knowledgeable about cultural, ethnic and gender diversity and have a thorough grasp of the academic standards, framework, and accountability systems that drive the curriculum of

public schools. Faculty collaborate regularly, and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Indicators:

- Faculty model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as it relates to candidate performance.
- Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. (one individual suggests adding this idea back into the standard statement) a different person said Indicators might go under elements but I wouldn't put them in the Standard itself. It's too much information
- Faculty understand the diverse ways candidates learn and adjust instruction appropriately.

Standard 5: Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports students from diverse populations. The unit determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and show strong potential for professional success in schools, as evidenced by a variety of personal characteristics and prior experiences.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise candidates, as the need arises, about their academic, professional and personal development, and to assist in their professional placement. Adequate and accurate information is readily available to guide each candidate's attainment of all program and credential requirements. The unit assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Data on student progress are consistently utilized to guide advice and assistance efforts.

Standard 7: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to support all students in meeting the state-adopted academic standards. Assessments indicate that credential candidates meet the Commission-adopted competency requirements as specified in the appropriate credential program standards.

Standard 8: Collaboration in Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field and clinical experiences so that candidates develop and demonstrate the knowledge and skills necessary to help all students learn and meet state-adopted academic standards. For each credential preparation program the unit collaborates with its school partners in the selection of school sites and effective clinical personnel. Fieldwork and clinical experiences provide candidates with the opportunity to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Indicators:

- A planned sequence of field and clinical experiences guides candidate preparation.
- Clinical practices and field experiences are designed for candidates to demonstrate proficiencies in the professional roles for which they are preparing.
- Supervising personnel and sites for field experiences and clinical practice are collaboratively selected with K-12 partners based on explicit criteria.

Standard 9: Field Supervisors

District and university field supervisors provide systematic and continuing support for candidates. Both university and district field experience supervisors are carefully selected, prepared to address academic content standards for students, trained in supervision, and oriented to the supervisory role. District-employed supervisors are certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District and university field supervisors and supervisory activities are evaluated and recognized appropriately.